

The Zulu Kingdom : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand where the Zulu Kingdom is in history	Introduce your class to two different cultures (Zulu and Victorian) through artefacts claimed from each. Your class will be challenged to describe the cultures based on the artefacts and identify which came first. Once it is revealed they happened simultaneously, challenge the children to think about why they made assumptions and to look deeper into the artefacts to discover what they are really telling us. Alternatively, challenge your class to order a timeline of different civilisations and eras, including the Zulu and Victorian eras.	<ul style="list-style-type: none"> • Are children able to place historical periods studied on a timeline? • Can children begin to question and challenge their assumptions? • Can children make direct comparisons between two significant cultures? 	<ul style="list-style-type: none"> • Slides • Artefact Cards • Worksheet 1A/1B • Word Bank 1A • Timeline Cards (FSD? activity only) • String (FSD? activity only) • Teacher Notes 1A (FSD? activity only)
Lesson 2	To understand what the Zulus were known for	In this lesson, children will dive deeper into the world of the Zulu Kingdom, actively learning facts and consolidating by teaching their peers. Children will then think about what the Victorians and Zulus were known for - in particular challenging the perception that the Zulus were known to be violent and comparing this to Victorian reputation. Alternatively, children will hold a debate, arguing whether the Zulus were more violent than the Victorians.	<ul style="list-style-type: none"> • Can children make connections and comparisons when talking about the past. • Can children question why the Zulus may be recognised for violence but not the Victorians? • Are children able to distil and understand information about past cultures? 	<ul style="list-style-type: none"> • Slides • Teach Me Tell Me Cards • Teacher Notes • Reflection Cards 2A/2B/2C • Debate Help Sheet (FSD? activity only) • Debate Roles (FSD? activity only) • Judging Sheet A/B (FSD? activity only)
Lesson 3	To look critically at sources and make connections between the Zulu Kingdom and British history	This lesson draws direct comparisons between the Zulu Kingdom and Britain and the part Britain played in its demise. Children will learn the meaning of colonisation before considering how sources we read about the Anglo-Zulu war may not be trustworthy. Alternatively, children will read witness statements and create their own storyboard of the Battle of Isandlwana.	<ul style="list-style-type: none"> • Can children question the validity of sources and say which are trustworthy or not? • Are children able to explain the meaning of 'colonisation'? • Can children make direct connections between the Zulu Kingdom and British history? 	<ul style="list-style-type: none"> • Slides • Key Information Cards • Event Cards • Source Cards 3A/3B/3C • Reliable Source Checklist • British Witness Statements (FSD? Activity only) • Zulu Witness Statements (FSD? Activity only) • Ultimatums Sheet (FSD? Activity only)
Lesson 4	To understand traditional vs modern Zulu culture	In this lesson, children will learn that just like they may be descendants from those that lived during the Victorian era, Zulu people live today that are descendants from those who lived at the time of the Zulu Kingdom. Children will be encouraged to challenge their assumptions and understand the meaning of the term 'misconception'. Children will, in groups, research how Zulu culture has changed over time and where the Zulu people are today.	<ul style="list-style-type: none"> • Can children make connections between Zulu people today and modern Britain? • Can children describe similarities and differences in society, culture and religion from past to present? • Can children challenge their assumptions? 	<ul style="list-style-type: none"> • Slides • Agree/Disagree Posters • Zulu Culture Packs • Zulu Culture Quiz Q&A Sheet • Zulu Information Leaflet 4A/4B (FSD? Activity only) • Zulu Information Leaflet Instructions (FSD? Activity only) • Challenge Card (FSD? Activity only)
Lesson 5	To understand the impact of significant individuals and events in history	After recapping children's understanding of sources and their validity, children will explore the impact of significant events and individuals in history. They will first look at the impact of the Victorian era then consider what impact the Zulu Kingdom had. Alternatively, children will think about different points of view and what this means when looking at British soldiers and Zulu warriors.	<ul style="list-style-type: none"> • Can children say what people and events are significant in history and why? • Can children describe similarities and differences in society, culture, and beliefs in past societies. • Are children able to say what impact significant individuals have had in the past on the way we live today? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Information Sheets 5A • Challenge Card 5A (FSD? Activity only)

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Lesson 6	To understand what this period in time can teach us about morality and cultural expectations	In this lesson, children will discuss the definitions of moral compasses and cultural expectations, and how they can both have an impact on what we view as 'right' and 'wrong', 'good' or 'bad'. In their independent activities, children will explore some of the similarities and differences between the Zulus and the British, in terms of their morality and cultural expectations.	<ul style="list-style-type: none"> • Can children explain the meaning of morality and cultural expectations? • Do children understand that the cultural expectations of different groups of people may differ? • Can children make connections and comparisons when talking about the past? 	<ul style="list-style-type: none"> • Slides • Definitions Cards • Discussion Cards • Worksheet 6A/6B • Character Profile Cards (FSD? activity only) • Character Notes worksheets (FSD? activity only)
Lesson 7	To understand different perspectives of history	In this final lesson, children will explore how bias can affect our viewpoints of events. Children will apply this understanding, as well as their knowledge of the battle of Isandlwana, to write biased reports about the event. In the alternative activity provided, children take part in a class discussion around the question, 'How does bias exist in today's society?'	<ul style="list-style-type: none"> • Can children explain the meaning of bias and why we have bias? • Can children make suggestions about how there may be different accounts of the past? • Are children able to reflect on their thoughts about the Zulu people and challenge their assumptions? 	<ul style="list-style-type: none"> • Slides • Whisper Game Sentence Cards (Teaching Input) • Battle of Isandlwana Information Sheet • Challenge Cards A/B/C • Newspaper Article Template A/B • Newspaper Article Help Sheet • Teacher Notes (FSD? activity only)